Schwarz Statement on H.R. 5358 at Science Committee Markup on 06/07/2006

I am pleased to introduce this amendment in the nature of a substitute, which is the end result of many hours of hard work on the part of members and staff on both sides of the aisle. I especially want to thank Chairman Boehlert, Ranking Member Gordon, Chairman Ehlers, Mr. Green, Mr. Honda, Ms. Jackson-Lee, and Mr. Baird and their staff for their hard work and thoughtful comments that have contributed to the many improvements in this amendment. Like the original bill, this substitute represents a critical step for our country's education system in science, mathematics, engineering, and other technology.

This substitute includes nearly all the language from the original bill, while bringing in many provisions suggested by Democratic and Republican members of the Committee. I am proud to say that, working together, we have drafted legislation that creates no new programs but, rather, strengthens and expands existing programs that have a proven track record of success.

This substitute bolsters important programs dedicated to preparing science, technology, engineering, and math teachers originally authorized in the National Science Foundation Authorization Act of 2002. It expands the Robert Noyce Scholarship program to include four years of instruction and field work opportunities for participants, which will help attract science, math, technology, and engineering majors to consider teaching careers early on. Robert Noyce was cofounder of Fairchild Semiconductor and Intel, and he is credited as one of the inventors of the integrated circuit or microchip. He died in 1990. It also prioritizes programs focusing on teacher training, including preparation for teaching advanced placement courses and developing master's degrees programs under

the School and University Partnerships for Science and Mathematics Education program, formerly known as the Math and Science Partnerships program. The substitute also authorizes enrichment activities, such as summer camps and classroom laboratory experiences, to better engage students in science, math, technology, and engineering fields.

Undergraduate programs also receive additional attention in this substitute. It combines the new centers for undergraduate education into the pre-existing Science, Technology, Engineering, and Mathematic Talent Expansion Program at the National Science Foundation, furthering that program's goal of increasing the pool of undergraduate students pursuing science, math, technology, and engineering degrees. It also requires the continuation of existing undergraduate education programs at the Foundation.

The substitute also clarifies a few items in the original bill and the 2002 Act. It reasserts the importance of the Centers for Research on Learning and Education Improvement established in the 2002 Act. It also clarifies that the section on Department of Energy education programs in the original bill refers only to programs within the Office of Science.

Finally, on the request of members from both sides of the aisle, this substitute strengthens the assessment of programs in order to ensure that the National Science Foundation is maintaining its historically strong standards of excellence for the programs it funds. The substitute requires the Foundation to assess its programs in a way that allows for comparisons to other federal programs, aiding both the Foundation and other

agencies in the design and implementation of education programs that expand science, technology, engineering, and math educational opportunities for students at all levels.